Assignment: Wiki # 7

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Course: CBSE 7201

Professor: Prof. O’Connor

23. Montague, N. S., & Meza-Zaragosa E. (1999). Elicited response in the pre-kindergarten setting with a dual language program: Good or bad idea? *Bilingual Research Journal, 23*(2/3), 289-296.

In this article from a peer reviewed journal, the study examines the role of elicited response with a small sample of English and Spanish speaking participants in an early childhood classroom. This article also provides an overview of differing philosophies and reasons behind questioning the importance of elicited response and the role a teacher plays in this process.

Nicole S. Montague is Assistant Professor in Special Education at Texas A&M University. Her research interests focus on biliteracy acquisition in preschool bilingual children.

From this article, I have learned about positive and negative implications of bilingual educational programs, and how important teachers’ role are. I will try to mitigate negative implications from my research.

24. Valdes, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Education Review, 67*(3), 391-429.

In this article from a peer reviewed journal, Guadalupe concentrates on the possible negatives effects of the dual-language immersion movement. She raises difficult questions surrounding the use of dual-language immersion in the education of a minority language.

Guadalupe Valdes is Professor of Education at Stanford University. Founding partner of [Understanding Language](http://ell.stanford.edu/), an initiative that focuses attention on the role of language in subject-area learning, with a special focus on helping English Language Learners meet the new Common Core State Standards and Next Generation Science Standards.

This article is focused on the possible negatives effects of the dual language immersion program. It gives me a diversified point of view. I think it is important to know and consider potential downsides of my research and dual language immersion.

25. Buttaro, L. (2009). Challenges for urban environments in the implementation of dual language programs. *Innovation Journal, 14*(2), 1-28.

In this article from a peer reviewed journal, Buttaro Lucia discusses the goals of dual language programs, the benefits of bilingualism, definition and history of bilinguaphobia, and challenges faced by urban districts. She also focuses on two dual language programs models and their effects.

Lucia Buttaro is Associate Professor at Adelphi University. Her area of expertise is teaching English as a foreign language (EFL) and English as a second language (ESL). She is a teacher trainer in the areas of Second language acquisition, Bilingual education, multicultural diversity and Spanish methodology for High School Students.

This article is useful for me because Lucia Buttaro points out the challenges for urban environments of dual language program in NYC. I will implement my research into an urban Brooklyn elementary school. I am aware of those challenges and definitely consider them when I plan my research.

26. Hebert-Myers, H., Guttentag, C. L., Swank, P. R., Smith, K. E., & Landry, S. H. (2006). The importance of language, social, and behavioral skills across early and later childhood as predictors of social competence with peers. *Applied Developmental Science, 10*(4), 174-187.

In this article from a peer reviewed journal, the study examined the role of language, attention/impulse control, and mother-child play in predicting later peer competence by 252 children at ages 3 and 8 years. It indicates that early social and language skills contribute to various aspects of later competent peer play and highlight the importance of including multiple cognitive and behavioral factors in models examining peer competence.

Cathy L. Guttentag is a licensed Clinical Child Psychologist and an Associate Professor of Pediatrics at the Children’s Learning Institute at the University of Texas Health Science Center at Houston. Heater Hevert-Myers and Paul R. Swank work at the University of Texas Health Science Center at Houston.

Karen E. Smith is Professor of Pediatrics at the University of Texas Medical Branch. Dr. Smith has special interest biological and environmental influences in children’s development. She holds a joint appointment with UTMB Department of Obstetrics-Gynecology.

Susan H. Landry Dr. Susan H. Landry is a Developmental Psychologist, the Albert & Margaret Alkek Distinguished Chair in Early Childhood, and the Michael Matthew Knight Memorial Professor in the Department of Pediatrics at the University of Texas Health Science Center at Houston.

My goal of my research is to improve students’ social interaction between each other. Language barrier is the main reason those students self-separated. This article supports my prediction that the role of language is important in social lives between peers.

27. Case, A. F. (2015). Beyond the language barrier: opening spaces for ELL/Non-ELL interaction. *Research in the Teaching of English, 49*(4), 361-382.

In this article from a peer reviewed journal, a designed interaction between ELL and non-ELL students is examined. The research takes particular note of the language barrier when students interact. In this example a group of ELL and non-ELL students were required to collaborate in creating digital video. Findings suggest communication was about negotiation of meaning, creativity of communication method, and a multidirectional process.

Anny Fritzen Case is an assistant professor of teacher education at Gonzaga University. Her research interests focus on how language shapes and reflects our assumptions about teaching and learning, particularly in the context of schooling for multilingual students.

The focus of this research is social interactions between ELL and non-ELL students. My research is of a very similar nature, however, my research is not as short term. This experiment analyzed students for a short and singular project, while I intend to measure change over the course of several weeks. The conclusions of this research regarding social interactions applies to my own research.

References

23. Buttaro, L. (2009). Challenges for urban environments in the implementation of dual language programs. *Innovation Journal, 14*(2), 1-28.

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